

An ESP needs analysis for management students: Indonesian context

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Abstract: Need analysis is an essential part for teachers who teach English for specific purposes. Through need analysis, teachers can determine an effective course design which is suitable for learners' reasons of learning. This study was conducted to find out the needs of Management students, Economic Faculty of Baturaja University, in learning English. In gathering the data, the researchers distributed a questionnaire, adapted from Hutchinson and Waters, to the thirty students who were chosen randomly. From the data, it was obtained that 56.52% of learners' goal in learning English is for their future job career. Then, 73.21 % of the learners admitted that they were still in beginner level and 43.47% had difficulties in Speaking. They expected that by having English course, they will have better verbal communication that enables them to speak with colleague fluently. Furthermore, it was also found that learners want some varied activities. The result of this study will become a valuable input for lecturer in designing an appropriate teaching material for the learners.

Keywords: Need analysis, English for Specific Purposes (ESP)

INTRODUCTION

The development of English as international language makes learning English has become purposeful, not only for pleasure, but because it is the language of technology and commerce. Learners of English are more aware of the reasons why they were learning English. Learners can learn English for their jobs, business, travelling, and even they need English to read literature in their specialization of study at university level. As a result, learning English is needed to fulfill to types of needs; the needs of students who require English to succeed in their academic study and the needs related to job requirements, environments, or workplace (Hutchinson and Waters, 1987).

Referring to higher education curriculum in Indonesia, English is general course that should be taught in every major, meaning that English is given to all students in all study programs in university level. This aimed at maximizing the Indonesians' ability to compete in this globalization era since English language proficiency greatly plays a key role to professionals both nationally and internationally. But, some questions then arise related to English course design that is implemented by the lecturers; (1) are the materials suitable for the students? (2) what skills are mostly needed to develop? (3) do the students have good background in English (4) what do they expect/need to learn?. English teaching in tertiary level should concern on students' field of study that can

support their knowledge and abilities, but in some cases, the English course design given to the students, especially to non-English department, is sometimes irrelevant with the students' background and need.

Mazdayasna and Tahririan (2008) analyzed the foreign language learning needs of undergraduate medical sciences students studying in faculties of nursing and midwifery in Iran through interviews and questionnaires. They realized that ESP courses were not as effective as it was supposed to be and did not meet the learners' needs. They, therefore, concluded that most of the ESP courses in Iran were conducted without consultation with specialists and without assessing the learners' needs. The same was also the case with ESP courses in Taiwan, where Liu (2011) showed that there are discrepancies between the students' perceptions of needs in the ESP courses and the actual content offered to them in Taiwan. In Greece, through a different study, with the aim of providing deep insight into the learners' needs, Chostelidou (2010) stressed the need for developing a language course with a clear focus on English for Specific Purposes and on the target discipline. The findings also revealed that the learners had different expectations to use the target language for study or professional purposes, which could be an important concern in identification of the learners' needs.

In Economic Faculty, for example, the students need to learn on how to develop interaction skills (such as business conversation and presentation skills). Therefore, need analysis is an essential basic part of material development. Courses and materials designed for these learners should take into account the flexibility and support needed for self-directed learning (Madkur, 2018). Hyland (2000) states "English for Specific Purposes (ESP) is considered as innovative and vibrant area of language teaching which gets influenced from development of English. It means ESP brings new innovation to create English learning more interested and place the learners as the subject of teaching and learning not as the object".

From the phenomenon above, teaching English for Specific Purposes (ESP) then becomes an important part of English language teaching that it gives more specific features of English to certain learners. ESP course is designed to meet specific learning needs of specific learners or group learners within a specific time frame for which instruction of general English will not suffice (Liton, 2015). For this situation, learners' need analysis is undoubtedly necessary. The emergence of need analysis starts to be well-known in the mid-1970s when the learner-centered approach communication focused is chosen to teach a foreign language (Boroujeni & Fard, 2013).

LITERATURE REVIEW

What is ESP?

Hutchinson and Waters (1987) define ESP as "an approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning". Otilia (2015) mentions that English for Specific Purposes (ESP) can be defined as teaching and learning English as a second or foreign language for the purpose of using it in a particular domain. Further, Since 1960s ESP has become a distinctive part of Teaching English as a Foreign Language (TEFL) its importance being due to the fact

that English has become the contemporary lingua franca. Thus, the growing demand for English as a medium of communication and the introduction of governmental mass educational programs in which English was the first or even the only language contributed to the rapid expansion in English for Academic Purposes (EAP) to which ESP belonged initially.

Susandi and Krishnawati (2016) point out that the design of English for Specific Purpose (ESP) course can equip learners for professional communication. ESP approach to language teaching is a response to a number of practical concerns, such as the need to prepare teaching materials in teaching the students who have mastered General English (GE) but then need to use English for more specific working situation.

Celce-Murcia (2001) describes that ESP is a movement based on the proposition that all language teachings should be tailored to the specific learning and language use needs for identified group of learners and also sensitive to the socio-cultural context in which these learners will use English. ESP is generally known as a learner-centered approach, since it meets the needs of (mostly) adult learners who need to learn a foreign language use in their specific fields, such as nursing, science, technology, hospitality, academic learning, etc.

ESP Course Design

Course design is a series activity to design course or learning activities (Nurpahmi, 2016). Hutchinson and Waters (1987) define course design as the process of interpreting the raw needs analysis data to produce an integrated series of learning experiences to lead learners to a particular state of knowledge. The ESP course design must comply with such characteristics as meeting the particular needs of the learners, using the implicit methodology and activities of the learners' discipline, and centering the teaching of the language skills (grammar, lexis, register, skills, discourse and genres) appropriate to those disciplinary activities (Dudley-Evans and St John, 1998). ESP course design can be clearly seen below:

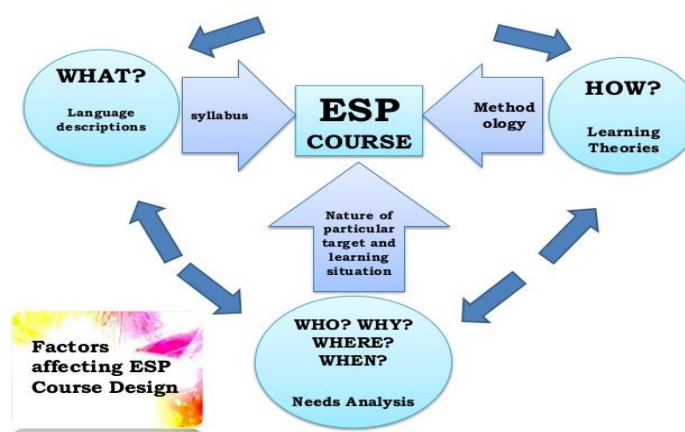


Figure 1. ESP course design

Need Analysis in ESP Context

Brown (1995, p. 96) in Cunningham (2015) mention "Needs Analysis (NA) is the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that that influence the learning and teaching situation". Need analysis is considered as a vital first step in designing ESP course. Nirmasari (2018) describes that need analysis is the process of collecting the evidence and information. It is essentially needed for ESP because there are specific requirements to meet the goal of ESP. teaching approach, methodology and strategies, material design, topics, and language features are covered by the result of learners' need analysis.

To identify students' need in ESP context, a number of approaches are identified. Those are (1) Target Situation Analysis (TSA) which refers to what students need to do in the target situation. It includes necessities, lacks, and wants. According to Hutchinson and Waters (1987), necessities mean what the students must know to perform well in the target situation. Lacks are used to refer to the gap between the students' present proficiency and the target situation (what students do not know). Wants represent what students feel they want to study which may conflict with necessities and lacks; (2) Present Situation Analysis (PSA) which seeks to identify students' present proficiency in English and their level in the language at the beginning of the course (Dudley-Evans & St Johns, 1998; Robinson, 1991); (3) Learning Needs Analysis (LNA) which is used to refer to, "What the learner needs to do in order to learn" (Hutchinson & Waters, 1987, p. 54).

METHODS

This study was conducted through survey design. Creswell (2012) points out that survey designs are procedures in quantitative research in which you administer a survey or questionnaire to a small group of people to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people. There were thirty students that participated in this study. They were randomly chosen from first year students of Management study program of Economic Faculty who were joining English course in academic year 2018/2019. English was one of general courses that must be taken by all second semester students of non-English majors in Baturaja University. Further, the data were gathered through one set of questionnaire distribution adapted from Hutchinson & Waters (1987). The questionnaire consisted of two categories; Target Situation Analysis (TSA) and Learning Need Analysis (LNA). First category was aimed at finding out (1) the students' self-rating of their English competence, (2) students' English problems, and (3) students' wants. Meanwhile, for the second category, the investigated areas were the students' preferred learning activities and students' preferred classroom settings. The data, then, were analyzed using percentage analysis and explained descriptively and interpretatively. The researcher also employed Miles and Huberman model that consists of some stages; (1) data collection, (2) data reduction, (3) data display, and (4) verification.

FINDINGS AND DISCUSSION

The questionnaire was tabulated to record the responses from each participant for each option of questions and the researchers tried to sum up the frequency of responses to each category of need analysis. The questionnaire was preceded by asking the students about their goals in learning English. The percentage of students' answer was drawn in table 1.

Table 1

Students' goal in learning English

Students' goal in learning English	Frequency (Percentage)
Talking to native speakers	8.69 %
Future job career	56.52 %
Graduation requirement	-
Academic support	30.43 %
Other goals	4.34%

From table 1, it was obtained that students' goal in learning English was different one to another. This finding was essential to know their willingness since it will be correlated to their future English learning achievement. The result above showed that most of the students (56.52%) need learn English to support their job career. In facing global competition, every individual should possess English skills which are considered as one of important skills in this globalization era. Liton (2015) points out that ESP equips students for the journey towards their future career. It should comprise communication skills not solely for the office, but also for the use in specific workplace, such as factory, hotel, laboratory or corporate organization.

Then, in the process of need analysis, there are three aspects which are dealing with Target Situation Analysis (TSA) as mentioned by Hutchinson & Waters (1987). They are lack, necessity, and wants. Therefore, the first category of the questionnaires was aimed at gathering information about students' ability, weaknesses, and what they are expected in learning English. Students' target situation analysis, then, was elaborated into 5 questions. The results obtained from students' target situation analysis are as follows.

Question 1. concerned on students' self-rating of their English competence. The result could be seen in figure 1. From figure 1, we could see that most first year students of management study program of Economic Faculty admitted that their competence in English was still in beginner level. This result will be the basis input for lecturer in constructing syllabus and learning material in ESP course.

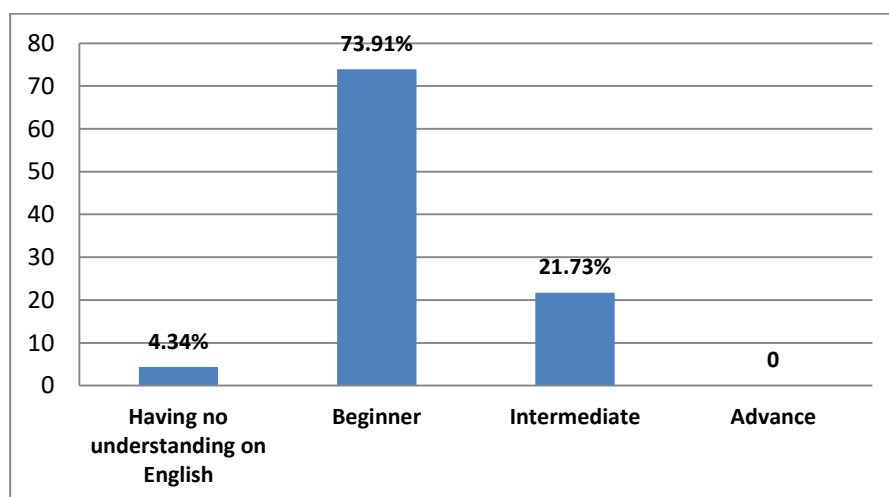


Figure 2. Students' Self Rating on Their English Competence

Question 2 focused on English language skills and aspects that were mostly encountered by the students. The result was drawn in table 2

Table2

Students' English problems

Language Skills/Aspects	Frequency (Percentage)
Listening	39.13 %
Speaking	43.47%
Writing	12,11 %
Reading	17,39 %
Others (grammar, vocabulary, etc.)	14,23 %

Table 2 showed us that speaking (43.47%) becomes the most difficult language skill to master. They realized that speaking in English is not an easy thing. Besides good mastery of English structure and vocabulary enrichments, the psychological aspect, such as, anxiety, motivation, and self-efficacy also determine their willingness to speak in English.

Questions 3-4 were dealing on students' wants. The information gathered from these questions will be useful to find out what are students really expected when learning English. The results of students' wants are as follows:

Table3

Students' wants

Students' wants		%
English level expectation for supporting job career	No need to develop	-
	Beginner	13.04
	Intermediate	39.13
	Advance	47.82

English competence expectation when having English lesson	Having good verbal communication	60.86
	Having good writing skills	4.34
	Vocabulary enrichment related to field of study	21.73
	Having good language structure	13.09
Possible use of English in future job activities	Speaking to colleague fluently	34.78
	Writing business letter, announcement, memo, etc	8.69
	Reading English texts to deepen the ability in Management field	13.64
	Translating company documents	30.43

Referring to table 3, it can be seen that students really expect that after having English lesson, they can have good mastery in verbal communication which can enable them communicate with their colleague. The second category of the questionnaire concerned on Learning Need Situation (LNS) of the students. Students' LNS consisted of 7 questions for learning activities preferred by students and 3 questions for classroom setting. Table 4 showed us the learning activities preferred by the students in each language skill:

Table4
Students' preferred learning activities

Language Skills/Aspects	Learning Activities	%
Listening	Identifying certain information in the dialogue/monologue	43.47
	Identifying expression in the dialogue/monologue	17.39
	Answering questions orally toward the dialogue/monologue	34.78
	Answering questions written toward the dialogue/monologue	4.34
Speaking	Practicing the dialogue in pairs	47.81
	Role playing	17.39
	Exchanging information among friends in groups	12.11
	Discussing certain topics/problems	16.30
Reading	Reading aloud with the right pronunciation and intonation	34.78
	Reading text individually and answer the questions	26.08
	Discussing and comprehending the text in groups	32.48
	Analyzing the meanings of new vocabulary in text	4.34
Writing	Arranging sentences into a good paragraph	69.56
	Identifying and revising some sentence structure errors	-
	Identifying and revising some punctuation errors	8.69

Vocabulary	Writing similar text given by lecturer	17.49
	Matching words and their meaning	52.17
	Matching words and pictures	8.69
	Completing sentence/paragraph with suitable words in context	17.39
	Completing sentence/paragraph with his/her own words	21.73
Grammar	Identifying sentence structure errors	21.73
	Revising sentence structure errors	8.69
	Writing some sentences based on given pattern	20.07
	Completing some sentences with the right form.	47.82
Pronunciation	Imitating lecturer's pronunciation	18.69
	Reading aloud help by phonetic transcription	4.10
	Discussing with friends in groups/pairs about the right pronunciation	2.16
	Imitating how to pronounce the words from video given by lecturers	43.70

The results obtained from data tabulation toward students' preferred learning activities showed us that students expects that lecturer provide varied activities. For speaking skills for example, two highest preferred activities are practicing the dialogue in pairs (47.81%) and having role play (17, 39%). These results will be useful for lectures to plan the right learning activities in the classroom.

Then, to find out about what kind of classroom setting preferred by the students, the researchers has tabulated the data and the result was drawn in table 5.

Table 5 Students' preferred classroom settings

Classroom Settings		%
When accomplishing the tasks	Individual	4.34
	In pairs	17.39
	In groups	30.43
	Lecturing	13.04
When learning in the classroom	Discussion	43.47
	Presentation	17.39

CONCLUSIONS

A foreign language is a skill which plays an important role in the various fields of works. Therefore, it should be one of the factors that need to be paid attention in generating the working competence of university alumni. In this global era, English is considered as a vehicle that can make its speakers to take part in the international market. English becomes a basis that eases people to find a job since it frequently becomes one of requirements to work in a company. Therefore, teaching English to

tertiary students is still very important.

English for specific purposes is an approach to language teaching in which all decisions depend on learners' needs, meaning that analyzing learners' need is a must before teaching and learning process begin. The results of need analysis conducted in this study will be the valuable inputs for lecture to design responsive program covering material design, topics, language features, teaching approach, methodology, and strategies needed by learners in management study program.

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